

Document A

This forward comes from a pamphlet about a program sponsored by Wilmington Public schools to assist foreign-born immigrants during the 1950s.

FOREWORD

Five hundred and thirty-nine persons have been enrolled during 1955-1956 in the classes for the foreign-born which are sponsored by the Wilmington Public Schools. Instruction is offered in the skills of the English language and in information about American citizenship and government. Day classes meet two days per week and evening classes are held two nights each week from October through April. A staff of ten teachers under the supervision of Barbara Miller conducts the classes for new Americans. Attendance at school is not a requirement for naturalization but since it is demanded of all new citizens that they have a reading and writing knowledge of their adopted language and that they have a factual and working knowledge of American government, these classes are maintained as an aid toward helping new citizens to reach their goals.

Since final citizenship is never granted until after a period of residency numbering five years for single persons and three years for aliens married to American citizens, many of the students attend these classes for several years previous to having citizenship bestowed upon them. The naturalization ceremonies held three times each year by the United States District Court of the District of Delaware are arranged with the Court through the cooperative efforts of the Wilmington Public Schools. From 1919 to 1956 thousands of new citizens have been assisted with their objective of becoming American citizens by the services of the public schools.

Document B

This narrative comes from a pamphlet about a program sponsored by Wilmington Public schools to assist foreign-born immigrants during the 1950s.

LIFE IN AMERICA
from the viewpoint of German students in a new land

Mrs. Waltraud Rasmach

We from Germany in school in the Wilmington High School have numbered some thirty-five persons. Our occupations are similar to those we had in the land of our birth. Where once we were mechanical engineers, mechanics, private secretaries, housewives, radio installmen, students, and bookkeepers, here we are housekeepers, mechanical engineers, air burner service men, bookkeepers, typists, machinists, and secretaries. Things have not changed so much in this area.

As an example of what some of our people are thinking and saying about their new land, let me tell you about one of them. When he was a youth, his life was more or less guided by his government. At 17 he entered the German Air Force Academy and served until 1945 as a fighter pilot. After the war was over, he was at Jena University, under the Communist regime, studying medicine. There he was arrested by German and Russian secret police. As clothing he wore an old Army uniform, and for recreation, he wryly says, he stood waiting for food in a long line.

In the United States he has studied for a new and different profession. For he has continued flying and hopes to become a commercial pilot with instrument rating. As far as his personal life, he tells that he has married and now as a special recreation, he is studying his American wife! He hopes to be a good American citizen, and he believes that Americans need more education about Communism to fight the dangerous enemy in an idealistic way. He is devoted to the kind of living in the United States, to its freedom and its opportunity for progress. He admires the fast growing settlements and the technical advancements in this new country of his.

This man was not unlike many of us who came from Germany to here. For we all knew some of the same things since the time we were children. Our dress was different from that of children here. In the south of Germany, little boys wear short leather pants, and in the summer time even men wear short pants. As girls we dressed much as girls do here, but German girls do not wear high heels as a rule. This is understandable, for in Germany, walking is much more of a national pastime than it is in the United States.

After World War II the schools in Germany were not, of course, normal. Many schools had been destroyed, and at times there were several schools sharing one building. Some high schools had sessions every other day because there was not enough room for full sessions. All lessons were copied from the blackboards because there were no books.

About 1948 conditions began to improve. School was held each day, with only two schools sharing the same building. In the past few years, new buildings have been erected. They are modern in design and very beautiful, and now children have everything that both pupils and teachers need. Children in Germany go to school six days a week and have from five to seven hours of lessons each day. Vacations account for about seven or eight weeks during the entire year, and German children must count on about two hours of homework each day.

Document C

This lesson comes from "Thirty Home Lessons for Foreign Born Women in Delaware" published by the Americanization Bureau of the Service Citizens of Delaware in Wilmington Delaware in 1922.

Lesson 6

MY KITCHEN

I go to the kitchen.
The kitchen has a stove.
The kitchen has a cupboard.
The kitchen has a table and chairs.
The kitchen has a window and doors.
The kitchen has a sink.
The sink has a faucet.
A shelf is on the wall.
The clock is on the shelf.
A fire is in the stove.
A kettle is on the stove.
Hot water is in the kettle.

WORDS FOR SPECIAL STUDY:

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Document D

This school song comes from a pamphlet about a program sponsored by Wilmington Public schools to assist foreign-born immigrants during the 1950s.

SCHOOL SONG

We come here at night
when the heavens are bright,
We come when it's cloudy and cool,
We learn what we need
how to write, how to read,
When we come with our friends
to this school.

From lands far away,
We are here in this country to stay
And as citizens free
We will pledge loyalty
To our new home - the good U. S. A.

One thing is for sure
our spelling is poor
Sometimes letters don't go where they
should.
So we work the old brain
And try once again,
Till the teacher says, "now, this is good."

Resource 2: Documents A-E

Document E

The following questions are taken from *Ogilvie's Book on How to Become an American Citizen*, published in 1929. The Judge could ask these questions to the person applying for American citizenship. This is not a complete list of the questions. The Delaware Public Archives would like to thank the University of Minnesota Immigration History Research Center for the use of these materials.

1929 Citizenship Test Questions

1. When was the Declaration of Independence declared?
2. What is the Declaration of Independence?
3. Did you read the Constitution of the United States?
4. Did you read the Declaration of Independence?
5. Do you believe in the principles of the Constitution?
6. When was the Constitution of the United States adopted?
7. Who made the Constitution?
8. What is the Constitution?
9. What is the United States?
10. Of how many parts is the United States Government divided?
11. Where are the laws made for the United States?
12. Of how many parts is the Congress composed?
13. For how long is a member of the House of Representatives elected?
14. How many representatives go from each State?
15. Who elects the United States Senators?
16. For how long is a United States Senator elected?
17. How many Senators go from each State?
18. What must be the age of a Senator and Congressman?
19. How many United States Senators are there?
20. How often does Congress meet?
21. What is the difference between the Speaker of the House of Representatives and the Vice-President of the United States, who is President of the Senate?
22. What form of government is the United States?
23. What is a Republic?
24. Who is the chief executive officer of the United States?
25. For how long is the President elected?
26. Who elects the President of the United States?
27. Who elects the electors? Where is the United States Capitol?
28. What are the duties and powers of the President?
29. Can every citizen of the United States be a President?
30. If the President dies, or resigns, or is removed by impeachment, who takes his place?
31. If both the President and the Vice-President die or resign, who takes their places?